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ABSTRACT

The proceedings of Appalachian State University's (North Carolina) conference on improving instruction in junior colleges are consolidated in this booklet. The following subjects are treated: (1) the role higher education plays in contributing to one's realization of the good life; (2) the need for clearly stated learning objectives and for a related, valid reward system for faculty and staff members; (3) the nature and implications of the newer instructional media for colleges; (4) the nature and importance of an inservice education program, required components for its development, and existing programs for community college administrators at North Carolina State University; (5) the improvement of instruction through group dynamics; (6) the nature and fulfillment of the needs of the 2-year college student; (7) the nature of the transfer problem and the findings of recent studies about transfer students; and (8) the socio-economic characteristics of occupational students in North Carolina community colleges, and changes needed in the college system in light of these characteristics. (JO)

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IMPROVING INSTRUCTION
IN THE
TWO-YEAR COLLEGE

PROCEEDINGS OF A CONFERENCE
FOR
TWO-YEAR COLLEGE TEAMS

APPALACHIAN STATE UNIVERSITY
BOONE, NORTH CAROLINA
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INTRODUCTION

Small suggestions often have a way of growing into valuable and practical projects. A suggestion made by Dr. W. H. Plemmons, former President, now President Emeritus, of Appalachian State University at a campus Phi Delta Kappa meeting during the Fall of 1968 led to the Summer Conference for Two-Year College Teams. Letters were sent to over 300 two-year college presidents in the Southeast asking them what topics they would like to see covered. The responses were analyzed by a committee of graduate students in the two-year college program. They and the conference director selected the ones on the program as being of most concern at that time. Speakers and consultants were selected for those topics. At first I was pleased with the term "Two-Year College Teams," thinking it conveyed a feeling of teamwork and togetherness among administrative staff and teaching faculty. I realized the error of this thinking while answering the first of several questions like, "Is this just for basketball teams or can we bring the tennis squad?"

Such misunderstandings were soon ironed out and necessary explanations were made. Eventually 85 persons, representing some 40 two-year institutions, arrived for the conference. A more congenial group was probably never assembled on campus. Participants soon got to know each other; the weather remained beautiful; the conference proceeded at the unhurried pace in the informal atmosphere intended.

Many participants turned in evaluations offering very helpful suggestions with regard to future conferences of this kind. All expressed a wish to have a similar conference next Summer.

In this report of the proceedings it is unfortunately impossible to record the many significant experiences in the small group discussions and in personal interactions. It is especially unfortunate that we are unable to convey any of the impact of the presentation by the team from Wilkes Community College headed by Mr. Dewey Mayes and Miss Mary Ann Brame. This much-discussed session by its very nature defies both tradition and description. Those who missed it can only hope for a repeat performance in the future.

Our special thanks are due to the many individuals and agencies who contributed to this initial conference. The secretaries, staff members, and graduate students who assisted are too numerous to mention. We especially appreciate the generous assistance of the staffs of North Carolina Department of Community Colleges and the North Carolina Board of Higher Education.

Leland Cooper

THE GOOD LIFE NOW THROUGH HIGHER EDUCATION*

By

John F. Corey, Assistant Director
North Carolina Board of Higher Education

In his invitation to me to participate in your conference, Dr. Cooper suggested that my talk be inspiring and stimulating. As far as I am concerned, the subject higher education itself is inspiring and stimulating. I have seen so many examples of its benefits that I am convinced it holds the formula for alleviating most of the major problems of our society. Hence, I find it uplifting to talk about higher education, its future, and what I call the "good life" which higher education inherently holds for everyone, either directly or indirectly.

Occasionally, I say too much, however, and it backfires. This is why I try to remember the story of the four ministers from a small town who traveled together by train to an out-of-town convention. Along the way they entered into a discussion concerning the nature of man and decided that the best of males have some small vice or two. To illustrate, they confessed to each other the worst of their shortcomings. The first minister said that his was gambling. "You know, there is nothing I love better than a good penny poker game," he said. The second minister confided that his was drinking. "I do enjoy a good nip every once in awhile," he said. The third confessed that his vice was women. "When I'm out of town, I just can't resist going to a bunny club and observing those pretty bunnies," he said. After hearing these confessions, the fourth minister decided not to tell his. The others objected, saying they had been forthright and that it would be unfair for him to renege. "Well, okay," he said. "My vice is gossiping, and I just can't wait to get back home to tell all."

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*Address presented at the Conference for Two-Year College Teams at Appalachian State University, Boone, N. C., July 16, 1969.

Considering the serious problems facing education beyond the high school today, especially in the areas of student disruption and finance, I guess a speaker should be reticent about expounding on higher education. Certainly at this time when a few students are advocating militance, he might be wise to soft-toe a belief that education beyond the high school is the path to the "good life" for today's society. I really do not think such reticence is necessary, however.

The college and university are great social institutions. In fact, our nation with its Christian heritage has become so committed to higher education that many citizens consider it a second religion. Their first faith, Christianity, provides hope for the good life hereafter. Higher education offers opportunity for the good life now.

The Christian promise of a good life in a Heaven after death to those who follow Biblical teachings has attracted mounting numbers worldwide since the days of Jesus Christ and has given hope for the hereafter to all—the highly appointed as well as the repressed, the poor, the sick, the downtrodden, the ignorant, and the multitudes of others locked into unpleasant stations of life. For the dispossessed, in particular, the Christian hope has given them substance to endure their circumstances on earth.

Higher education further expands their hope. This noble institution maintains that it is unnecessary for man to endure degrading circumstances on earth. Higher education is committed to achieving the good life for all. Now, not later. It operates on the humanistic principal that man possesses the ability to solve most of his problems. It emphasizes a faith in human reason and assumes that good will can transform human desires. It places the ultimate value on truth and good, and seeks to attain both through scientific methodology. It provides opportunity for all men--the haves and the have-nots--to improve their lot.

At earlier stages in the development of American society, this opportunity for man to improve himself was provided chiefly through the public schools. And now as high school education has become almost universal, the responsibility has shifted increasingly to our colleges. Eventually, the college experience may become universal. Today up to 54 percent of the college-age population is some states attend college. In North Carolina the percentage is only 38 percent, but is rising. Increasingly, American citizens are coming to believe that no other human endeavor is more important to the achievement of the good life than higher education. The two-year colleges have an important role in this endeavor.

There are some, however, who do not share the philosophy of universal higher education. They suggest that we can over-educate. I shall speak to this view, but first let's ask ourselves what do we mean when we talk about achieving the good life. Do we really know? When the white man settled this country, he found that the native Indians spent most of their time hunting and fishing. He pushed out the Indians and took over. So what did the white man do when he was in charge? He substituted a culture requiring that he work hard and save money during the productive years of his life in order that he could retire in his old age and do what the Indians were doing in the first place--hunt and fish!

Yes, there is no unanimity of opinion concerning what constitutes the good life. It varies among individuals. But most will agree, I think that it includes good health; economic sufficiency to have a comfortable home, an automobile, good books, even color television, and other material things; and adequate leisure time to enjoy the family, friends, the arts, sports, and various avocations. But to savor the best in any of these and really to enjoy the good life to the fullest, a man should have had the liberalizing exposure to the three divisions of human knowledge: 1) the world of nature--the physical and life sciences; 2) the world of man in relation to man-- the social sciences; and 3) the world of spirit and imagination--the humanities. Such an exposure liberalizes or frees a man from ignorance. Hence, it is called a liberal education. It helps him to know, to understand, to decide and to express; to know the facts or how to find them; to understand those facts with understanding and perspective; to decide only after understanding and conscious evaluation; and to express those decisions with ease and grace.

These ingredients, I suggest, do constitute the makings of a good life; higher education expedites its realization. It does so primarily through a variety of institutions called colleges and universities. These institutions have three basic functions: the first is to preserve and transmit knowledge through teaching. The second is to discover knowledge through scientific research. The third is to apply knowledge through public service. The two-year college, of course, is particularly committed to the first function.

Colleges and universities, for the most part, are organized so that they can expound truth with no unnecessary restrictions. Each institution should operate as independently as possible with full authority to speak out the truth whenever and wherever it is necessary without fear of budgetary or other reprisal form. This is a tremendous power, but it is a democratic society's way of checking against itself. At times strong elements of society with vested interests will not like the agitation of a voice of truth and will be tempted to curtail it. The moment that this occurs is also the moment that our democratic society weakens. A society unwilling to expose fully itself to the sunlight of truth will wither and eventually die.

This, incidentally, is part of the student disruption problem today, the students are testing the colleges on just how far will they back truth and how long will society permit its exposure. College leaders admit "that racial injustice, the war and threat of more wars, poverty amid plenty, the rape of the country's natural resources for profit— all are legitimate courses to anger young and old alike." The students demand that these evils be rectified.

Destroying the college or university is not the answer for setting things right, however. It cannot be the bastion for launching a direct revolution. This would be killing the very institution that offers the soundest hope for correcting society and bringing about the good life for all. The correction must be done indirectly through education and patience and this takes time. This does not mean that institutions should ban dissent, however. Good colleges should encourage students to dissent constructively but at the same time influence, guide and help them throug their protesting, questioning movement. Good colleges should continue to encourage the students to be critical of the wrong in the status quo but at the same time acknowledge the good in it and help the students formulate answers when there are answers and to make clear the reason why sometimes there are no answers.

We do not want to do anything to curtail the growth of education beyond the high school. Tax support of our colleges and universities, particularly since World War II, has increasingly cut in all students with the desire and capacity to absorb higher education. This cut-in increasingly has been full and equal for all persons regardless of circumstances, including race, age,sex, economic level, and geographic location. As a result, more and more sons and daughters of tenant farmers and laborers and others from the masses are enjoying the fruits of the good life through the college experiences. Some say that this trend toward mass higher education can go too far. Who will want to do the "pick and shovel" work of society if everyone becomes highly educated? This is a good question. The answer is that the need for the "pick and shovel" man in modern society has diminished. The unskilled laborer is fast approaching obsolescence. In the words of the philosopher Alfred North Whitehead, "the fixed person for fixed duties, who in an older society was such a godsend, will in the future be a public danger."

Whitehead further warns that

> the race which does not value trained intelligence is doomed. Not all your heroism, not all your social charm, not all your wit, not all your victories on land or at sea, can move back the finger of fate. Today we maintain ourselves. Tomorrow science will have moved forward yet one more step, and there will be no appeal from the judgment which will then be pronounced on the uneducated.

Thankfully, the colleges are heeding Whitehead's advice and are serving more and more students. The two-year colleges are playing a big role in making this possible. In 1920 only one-half million Americans were in college. By 1950 the figure had increased to three million. Today it is seven million. In terms of America's college-age population (18- to 21-year olds) enrolled in higher education, this is an increase from approximately eight percent in 1920 to 50 percent today. The percentage is expected to increase to 60 within a few years. Eventually higher education will be as universal as secondary school education is today, it is predicted.

The enrollment increase is due to three principal reasons: 1) our national population has exploded from 160 million in 1950 to 200 million today, 2) aspirations of youth to attend college have risen, and 3) society itself demands higher educated citizens today. Technology has reduced the need for unskilled persons and increased the need for the skilled, educated.

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What will the future development of education beyond the high school be like? No one has the answer but trends indicate some courses the development may take.

In the future the "quality" of education will continue to improve. This has to be and indications are that it will. The theme of your conference here is a good example of the attention accorded this. You are aware that students and indirectly the institutions they attend are being evaluated more and more. An institution's tradition and one's family background are not as important as they used to be. This is indeed an age of "meritocracy." More and more, I am afraid, merit is measured through tests. In view of this, some of us might be lucky to be out of school; our scores could be low on these tests. The president of a large company recently told his wife that he had taken one of those intelligence tests. "Thank God," he said, "I am the company boss."

It is good that student scores on ability and achievement tests are improving but we must always remember that test scores alone are not the final evaluation of how well a student and his college are doing. The acquisition of knowledge and wisdom is only a part of education. Life performance itself is the ultimate test of one's education. Furthermore, youngsters from affluent, middle and upper-class cultures have a built-in advantage when it comes to testing. Therefore, it is not a fair method of judging the merit of persons from other backgrounds. This is why the two-year colleges play such an important role in the structure of higher education. Institutions of education beyond the high school will continue to provide opportunities for students disadvantaged because of happenstance of birth and other factors for which they are not responsible. I think it can be said that these institutions offer channels for any student with reasonable drive to overcome these disadvantages.

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What about future cost of college? The trend is that costs are rising and will continue to rise. During the recent school year the minimum cost of college to students living in dormitories in North Carolina ranged from a cost of $800 at public institutions to a high of $3,000 at private ones. Of course, the cost is much lower at institutions where the students can live at home. Buffering the increased costs somewhat will be scholarships, loans, and other forms of student aid which will probably increase for students financially pressed. Higher interest rates and recent tightening of Federal support, however, are having an effect at the moment on student aid. The cost squeeze on private colleges and students attending them is particularly acute. One state, New York, has moved toward state aid for private higher education. In 1967 North Carolina began granting state aid to private hospital schools of nursing and this spring enacted legislation providing state aid to private medical schools.

It appears that the Federal government with its powerful tax base will become more and more involved in higher education, most likely by providing categorical aid, student scholarships and loans, and construction of facilities to public and private colleges.

In the future, established universities and newly established universities, such as Appalachian, will enlarge their graduate and professional programs. These programs, particularly at the doctor's level, will be carefully coordinated by state coordinating agencies such as the North Carolina Board of Higher Education.

Four-year senior institutions will concentrate on junior- and senior-year programs and two-year colleges will be feeder institutions, providing the first two years of college for students who will then transfer to the senior colleges and universities. Consequently, the community colleges, with their vocational, technical and two-year liberal arts programs, are expected to expand greatly. These institutions are open to all, with selective placement in appropriate programs. Approximately 30 percent of college freshmen over the nation are enrolled in two-year colleges. In California the percentage is 80 percent. In North Carolina there were two community colleges in 1963. Today there are thirteen. Three other technical institutions were authorized by the General Assembly to expand their curricula to include the two-year college parallel program. By 1975 or 1980 the number will probably double. Eventually, it is hoped that a community college will be within a 30-mile commuting radius for practically every person in our state.

There are some who doubt, however, that the junior colleges in the future will provide the lower division work for the majority of those seeking a bachelor's degree. Lewis B. Mayhew of Stanford University says that "undergraduates are too sound a financial investment--almost an endowment--for universities to give up. It is this fact alone that will negate the claims of junior colleges theorists that junior colleges will provide the lower division work for the majority of those who will receive a bachelor's degree."*

Mayhew says that junior colleges seem destined to serve another mission. By 1980 they will probably have concentrated down on the three functions of 1) providing considerable technical-vocational training, leading to immediate employment, 2) a great deal of adult education, and 3) providing some higher education for that segment of the population that previously never aspired to any higher education.

While Mayhew is saying that technical-vocational education will be the junior college's main thrust, others who have dramatized the impact of "change" warn that the effort may be useless because requirements for jobs will change so rapidly that it will be nonsense to train men and women for disappearing technical occupations. Further, they cannot be trained for future jobs, because these jobs do not exist yet. True, the impact of technological advancements on the labor market has been profound. Change has increased in recent decades and probably will increase in the future, but a sharp break in the continuity of progress has not occurred, nor is it likely to occur. The past and future are linked by the present, and present needs must be met even before trying to anticipate future needs. Therefore, the trend is to continue to educate for present vocational and technical needs and retrain as the needs arise.

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*Colleges Today and Tomorrow(Jossey-Bass, Inc., 1969), Lewis B. Mayhew.

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Other trends are that as the bachelor's degree becomes more common, the master's degree will emerge as the important symbol. Clearly, graduate work will become more significant. Many students will halt their formal education at intervals to work, join the Peace Corps, travel, and go into service. Students will become involved more in institutional government. Faculty supply will continue to be reasonably tight through 1980. Their salaries will rise at rates of 5 to 7 percent a year through the early 1970's. Governmental support will be more equitable among units.

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Institutions of education beyond the high school will continue their front-line positions in assisting in the alleviation of such societal sores as poor health, unemployment, injustice, and urbanization. In this connection, the institutions will continue to sponsr efforts which zero in on solving special problems indigenous to their area. They will concentrate on developing special area resources, such as those in the mountains or in the sea. They will assist new industries by making available their expertise.

Through their continuing education arms they will make their knowledge, skills, and facilities available to various segments of the community--the local governmant, military bases, housewives, the retired, those who need an updating of their education--in short, to anyone in need of knowledge. Certainly, no society has ever made knowledge, the key to social mobility, more available. Certainly, not in Europe, where education beyond the high school is reserved almost exclusively for the wealthy and socially elite.

Further, institutions through their public affairs programs will continue to make available to the community their cultural offerings, such as theater, famous artists, great symphonies, national authors and speakers, art exhibitions, and athletic events. Further, the institutions will share their writers and artists in residence. They will share their facilities with the community. All this is stimulating to a community. It provides a continual flow of fresh air. It stifles provincialism. It keeps citizens atuned to the best of human excellence. It sets higher their own goals for accomplishment. It builds esprit and pride in themselves and their community.

All this ladies and gentlemen, adds up to great humanitarian service, and I say that colleges and universities rank as the highest form of an institution that man has ever developed. They are precious things and I submit that they are at the cutting edge in making the good life possible for all. If anyone thinks all this is too idealistic, or too much pie in the sky, I hope he will remember the words of Browning:

"Ah, but a man's reach should exceed his grasp, or what's a heaven for?"

IMPROVING INSTRUCTION: THE NATIONAL PICTURE*

by

Richard E. Wilson

The title of this presentation, "Improving Instruction: The National Picture," implies that instruction needs to be improved. Our attendance at this conference suggests that we feel instruction at community colleges is in need of some improvement. Why is improvement needed? What is wrong? Do we have the same question in mind or is there only a common dissatisfaction, a dissatisfaction predicated on several factors? As Art Cohen states in his recent book, "we need to know the questions before we can judge fairly the answers." (I hope all of you have a copy of the short bibliography just distributed. It contains several recent and thoughtful publications in the community college field. The first publication on the list is a book by Art Cohen, Dateline '79: Heretical Concepts for the Community College. I highly recommend the book and hope that all of you will be able to read it soon.)

Which question do we have in mind when we talk about "improving instruction?" (1) Are we worried about student unrest and anxious to make students happier, or at least less violent? (2) Are we concerned about the appearance of our college? (I suggest this as a possible question after hearing several visitors criticize colleges with individual study laboratories and carrel areas that are being used by only a small number of students. Evidently these critics feel a good instructional program keeps the rooms occupied.) (3) Are we embarrassed because many people prefer four-year colleges or universities or no college, and we want to convince more students that they should enroll in community colleges? (4) Are we chagrined by poor attendance and high rates of attrition? (5) Is there a noticeable and persistent lack of pride among the faculty and staff and we are eager to improve their morale? (6) Have we been accused by employers of producing incompetents who cannot even read or write? (7) Have parents criticized us for being too soft and elementary? (8) Are we fearful that we have expanded too quickly and dehumanized the instructional process? (9) Could there even be some people who express fear about soaring costs and diminishing productivity? (10) And howabout a few people who are distressed because their college is not viewed in the same light as Harvard and Cal. Tech? (11) Finally, and it may come as a surprise to some, there are some people who actually think instruction must be improved to increase student learning. These eleven questions represent most of the concerns we hear from time to time. They are not mutually exclusive and it is quite possible that all of these issues can be resolved satisfactorily in time. What we must decide is where to start. What is the number one question? What is top priority?

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*Speech delivered at a workshop for community college personnel at Appalachian State University on July 17, 1969.

Let us assume, naively perhaps, that student learning is the goal of the game; that student learning is the primary reason for establishing and supporting community colleges. (Please keep in mind that these remarks do not apply with equal force to all two-year colleges. They are directed at comprehensive, public two-year colleges with open door admission policies.) A good community college, that is a successful community college, will make every effort to have successful students, students who learn the prescribed knowledge and master the prescribed skills. Successful students are the only conclusive and valid evidence of effective instruction. Community colleges cannot legitimately point with pride to a large number of student failures as evidence of a quality program. Community colleges are expected to accept a wide variety of students and provide these students with meaningful, successful experience. Community colleges have been labeled "teaching centered institutions," a better designation would be "learning centered." They are concerned with and devoted to providing effective instruction. Instruction cannot be measured directly--it is a process. Instruction must be measured indirectly by comparing actual learning with intended learning, with specified learning objectives.

Anyone interested in improving instruction must first recognize that there is no one best method or approach for all people. A report in the July-August, 1969 edition of CHANGE magazine states, "after analyzing ninety-one studies conducted between 1924 and 1965 of the efficacy of various college teaching methods, Robert Dubin and Thomas C. Tavegia of the University of Oregon's Center for the Advanced Study of Educational Administration have concluded that there are no measurable differences in effectiveness among various methods of instruction." Should this finding surprise us? On the contrary, what else could we reasonably expect. Any experiment that attempts to compare several instructional approaches and uses a large population of learners will reach a similar conclusion, namely no significant differences. As Robert Glaser said in a recent article, "Men are not equal in that they learn in different ways. They require, however, equal opportunity to achieve their ends in ways that are most effective for them. Because the relatively rigid structure of the usual college classroom does not permit this, it must be revised." Or, to put it more succinctly, a brochure produced by the Institute for the Development of Educational Activities, Inc. states "Nothing is so unequal as the equal treatments of unequals." We need to be concerned with a variety of instructional approaches, techniques, and media. B. Lamar Johnson's recent book, Islands of Innovations Expanding, can be very helpful in this regard. By visiting colleges throughout the country and interviewing many people he has identified numerous innovations and where they are being tried. All of the things he reports could have some merit for certain learners in a community college. The greatest mistake would be an attempt to evaluate and select the one innovation that would meet most effectively their students' needs. A college should attempt to incorporate as many ideas as possible. Referring again to Art Cohen's recent book, he argues forcefully against "the instructional model" regardless of what it may be, and advocates six basic instructional approaches. The approaches he suggests are lecture, discussion, independent study and service, tutorial and programmed instruction, audio-tutorial instruction, and computer-assisted instruction. He does not suggest that all of these approaches would be appropriate or feasible for every course offered at a community college. Obviously the content of each course and the resources of each college would determine in large measure the number of approaches that could be utilized. What must happen for a community college to be truly effective is a change in attitudes and beliefs about learning. The faculty and staff must be genuinely concerned and accept responsibility for student learning. Community colleges must be accountable for their students' successes and failures. It is one thing to recognize that the backgrounds of students significantly affect their motivation and learning style. Recent studies by Alexander Astin and James Coleman remind us of the importance of students' backgrounds. But these are givens we should accomodate, not rationales for failure. A community college cannot be selective and admit only students with certain backgrounds. That is why it is so essential for community colleges to use a variety of techniques and approaches. It is unfair, unrealistic, and destructive of human talent to admit individuals with disparate backgrounds and then treat them in the same manner.

At this point a brief summary seems in order. In the first place, attention is being limited to public, comprehensive community colleges that admit any high school graduate and oftentimes anyone 18 years of age or older. It is also assumed that the primary goal of community colleges is student learning. Therefore we are interested in improving instruction because we want to increase student learning. Furthermore, the point has been made that there is no one best method of instruction for community college students. Because of the dissimilarity of backgrounds of community college students, the only reasonable solution is a variety of instructional methods.

Given these assumptions and beliefs, what is the national picture? If I were a weather reporter, I would describe the picture in this way. "Extremely cloudy with occasional, fleeting patches of sunlight. The overcast front appears to be stationary and there is little liklihood of clear skies in the near future." Even the patches of sunlight can quickly disappear because they are dependent on a few strong-willed educational leaders. Unfortunately, or fortunately, depending on how you look at it, these leaders sometimes irritate their associates and at the same time are usually in demand at other locations. The consequence being that they often move to more challenging and promising positions. So long as they are at a college, the innovative sunlight will continue but when they leave the clouds of tradition often return.

What of the future? What is the forecast? Until there are strong winds of change, we can only forecast more cloudy weather. It is unlikely that the kind and magnitude of change needed will emanate from the community of educators--from the faculties and staffs of community colleges. If we depend on the professional staffs of community colleges to improve instruction, there is evidence that the cloudy conditions will worsen. There are two reasons for this somewhat gloomy view. In the first place many faculty members of community colleges have a tendency to emulate four-year colleges and universities. All too often they view community colleges simply as colleges. After all, a college is a college is a college. Therefore, in their minds, the reasonable approach or procedure is identical to the normal approach or procedure found at a four-year college or university. Before long the unique goals and features of a community college, assuming they were ever recognized, are lost and the community college becomes only a pale imitation of a four-year college. (In several states where people are attempting to establish community colleges, the chief argument against them is this tendency. The critics claim community colleges tend to become more academic and to short-change the occupational programs.)

The second reason for prophesizing more cloudy weather is the trend toward more formal and militant faculty organizations. In this regard state legislation is a crucial factor since it provides the legal basis for bargaining with governing boards. In some states the legislation explicitly requires formal negotiations between governing boards and legally recognized faculty associations. In these states the legislation specifies salaries, fringe benefits and working conditions as negotiable items. It is the last category, working conditions, that serves as an elastic clause."Working conditions" has been interpreted variously as including contact hours, number of preparations, class size, determination of media and instructional methods, delineation of curriculum, and even standards of admission. It does not necessarily follow that faculty control over these areas will discourage or discontinue efforts to improve instruction. Nevertheless, in states that require formal negotiations the contracts written to date tend to reduce the number of students taught by each instructor and to freeze existent instructional practices. If the current trend continues, there is reason to believe that in the future, faculty members will perform the same functions with the same number of students and receive the same compensation. It does not have to be this way. On the contrary, if faculty associations would adopt a position that has worked for several professional groups and industrial unions, all parties could benefit. I am referring to the position whereby all parties agree to the use of technology and specialization to increase productivity, to improve the quality of the product, and to share in the increased benefits. If this position were accepted, the students would learn more, the community would receive more benefits for its dollars, and faculty members would receive greater compensation.

Where are some of the patches of sunlight? It is impossible in a short presentation to deal fairly with the people and colleges that account for the sunlight. The latest book by B. Lamar Johnson, Islands of Innovations Expanding, and some of the other publications listed on the bibliography more thoroughly describe the situation - college by college. What constitutes the sunlight? Several developments look especially promising. None can serve alone as a panacea but taken together with many current practices that are effective for some students - let's always keep in mind that despite many failures community colleges also account for many successes - an effective learning environment can be developed for almost all students. One instructional approach that has proven effective for many students enrolled in several subjects is the audio-tutorial approach developed by Sam Postlethwait at Purdue University. Television has been an effective medium for many students and the Chicago experiment revealed that television was the most convenient medium for a large group of well qualified students. Programmed instruction is effective for many subjects, especially basic subjects that require repetition to learn fundamental skills and knowledge. Games, response systems and other devices that require more student activity increase learning. The use of student tutors has benefitted both tutees and tutors. The concept of specialized or differentiated faculty is a potentially powerful development, especially when we include the so-called paraprofessionals. Since most of the operational budget of a college is earmarked for faculty salaries, a plan that achieves better utilization of human resources can have profound effects. And finally, some community colleges are beginning to use community resources and relate college experiences to work experiences. It is paradoxical that community colleges neglected cooperative education or work related programs for years while more than a hundred four year colleges offered such programs. Fortunately this situation is changing. These are some of the developments. All of these developments and several others are described in detail in the publications listed in the bibliography.

Regardless of the development - the instructional technique or medium being tried - there are two conditions that must be present if the desire to improve instruction is to persist and succeed. The first requirement is more explicit, clearly stated learning objectives. Notwithstanding the tightness of the research design or the elegance of the theoretical model, objective observers, skeptics and critics will remain unconvinced until learning specifications are clearly defined in advance. They will not accept such vague criteria as letter grades, teachers' judgements, and students' feelings. So long as vague measures are used for evaluating instructional innovations, no progress can be made. (A good example of this is class size. The results - no significant difference. And why should there be, since the criteria vary in specificity and other, probably more significant, variables are ignored.)

The second conditinn needed to maintain the quest for improved instruction is a related, valid reward system for the members of the faculty and staff. So lang as people are rewarded almost entirely on the basis of factors unrelated to their contribution to the learning process, such as seniority and college degrees, they can hardly be reasonable incentives, including more recognition and higher salaries for facilitating more student learning. When the rewards for faculty members are dependent upon student achievement, instruction will be improved. Some people may argue this is a cynical attitude that encourages selfishness. After all we are discussing professionals, self-sacrificing people, who do the right thing with only secondary thought for personal rewards. I prefer to view this in the terms of Alexis de Tocqueville who, in describing the morality of early Americans, paid particular attention to what he called "self-interest rightly understood." In the words of de Tocqueville, "The Americans...are fond of explaining almost all the actions of their lives by the principle of self-interest rightly understood; they show with complacency how an enlightened regard for themselves constantly prompts them to assist one another..."

"The principle of self-interest rightly understood is not a lofty one, but it is clear and sure. It does not aim at mighty objects, but attains without exertion all those at which it aims."

"The principle of self-interest rightly understood produces no great acts of self-sacrifice, but it suggests daily small acts of self-denial."

"I am not afraid to say that the principle of self-interest rightly understood appears to me the best suited of all philosophical theories to the wants of the men of our time, and that I regard it as their chief remaining security against themselves."

It is this principle that has been ignored for too long in education. In many respects instructors and students view each other as enemies. The instructors jealously guard their intentions and examinations, not telling the students what is expected of them for fear most of them might learn - and wouldn't that break the curve and hurt their status with their colleagues - their fellow instructors. At the same time the students are probing for clues, reading between the lines, reviewing old exams, and attempting to obtain, in any manner possible, copies of the examinations in advance. Instead of hostiles we need allies.

Learning should be a joint, cooperative venture. The futures of both parties - students and instructors - must be joined and mutually dependent if instruction is to be improved significantly.

And so, as we always seem to do when we consider the improvement of instruction, we return to the faculty. Administrators, board members, and other citizens can provide leadership in developing policies and procedures that reward instructors for facilitating student learning. But it is the faculty members who will exercise increasing control as they form more powerful organizations. It may be that strong faculty organizations will encourage a cooperative relationship between students and instructors; will demand that instructors be rewarded on the basis of student learning. And then again, maybe they won't. If not, we may see the gradual demise of community colleges as we think of them. For, even though few things are certain, we can rely on the public to eventually withdraw support from any institution that continually asks for more but gives no more in return.

APPALACHIAN STATE UNIVERSITY
JUNIOR COLLEGE CONFERENCE

Summary of Group Discussion on "Using Newer Instructional Media."

The value of effective use of new instructional media is gradually becoming recognized, according to Dr. Gordon Blank, President of Western Piedmont Community College, who led the morning discussion. The old emphasis on the hardware of the varied media must give way to the emphasis on effective utilization of the media in the communication of ideas. Fads have appeared with people trying to make one medium a panacea for all instructional problems; and, on the other hand, some people have rejected all new media out of a fear that the new developments threaten the existence of the teaching role. There are, however, signs that some institutions can demonstrate how a variety of media can result in more effective teaching and learning.

Dr. Grady Love, President of Davidson County Community College, reported on his recent participation in the Media Institute at Stephens College in Missouri. He specified six emerging developments that will affect the use of new media:

1. The action of educational institutions to secure a share of the available channels on community cable television.
2. The tightening of restrictions on the reproduction of copyrighted materials, even when these materials are used for educational purposes.
3. The growth in the use of microforms as a means of storing and dispensi information, especially the back issues of periodicals.
4. The developments in information retrieval systems as in dial access systems used in learning labs.
5. The growth of computer assisted instruction as in the scheduling of

classes and in the storage and classification of information.

6. The availability of amplified telephone lectures to bring resource people into the classroom.

Mrs. Grace Council, Learning Resource Center Director of Wayne Community College, explained the necessity for enlarging the traditional role of librarian to encompass the coordination of all the learning resources. Librarians can no longer be merely the custodians of books, and audiovisual specialists must become more than equipment mechanics and operators. These two specialized roles must merge to form the role of systems specialist with a knowledge of all media.

Dr. Blank presented the requirements for successful innovation in teaching. First, there must be a willingness on the part of teachers and specialists to change their roles. Second, there must be a recognition of the need for these changes on the part of administrators. This recognition must include the Director of the Learning Resources Center in the policy making process of the institution. It must include the establishment of a climate favorable to innovation and implementation, not administrative edict, as the means to overcome teacher resistance to change. Recognition of the need must also provide that the teacher attempting to implement new ideas be given the opportunity for failure.

Dr. Black concluded by observing that models do not exist for effective media utilization. The community college is now the most promising arena for change and innovation because it is not bound by the traditions that bind the four-year colleges or other types of schools. The community college is malleable, it is a teaching institution (not a research and publication institution), it is able to provide better guidance-instruction coordination, it recognizes that the library is a learning resource center, and finally, it is closely linked with the community for which it teaches and from which it learns.

In the afternoon session, Mr. John Pritchett, Jr., of Appalachian State University, served as chairman. Mr. Pritchett described the Educational Technology Commission, a new agency of the federal government. This Commission will work closely with Congressional Committees to study proposed educational legislation. The Commission has undertaken a study of the national population, of the information that is available throughout the world, of the resource people on a worldwide basis, and of a communications system that would be capable of reaching people with the kinds of information they need. The Commission can serve as a sounding board for educators' problems and observations.

Uses of video-tape recording equipment were discussed. Schools represented in the group are already using or plan to use the video-tape recorder in a variety of ways: to record important lectures and events for future reference, for public broadcasting from the school, and for mirroring student performance so that the student may evaluate his activities. There was agreement among those with such experience that cable television companies can be persuaded to provide free services to public educational institutions if the provisions are written into the contract between the community and the company. When cable television is made available, schools should try to secure a hook-up with both an input and output function. That is, the same hook-up can serve not only for viewing and producing material on tape in the classroom but also for public presentation from the classroom. The prices of color monitors and equipment for the reproduction of color tapes have decreased so that their cost is comparable to the cost for the same items for black and white. Color cameras, however, remain expensive.

The dial access system for sound tapes enables students to use materials without the necessity for storage and operation by each department or each teacher. It is in reality a miniature telephone system. Davidson County Community College and Sandhills Community College have systems in operation. Cassettes offer a new break-through in dial access. Fisher Radio Corporation has developed ultra-high fidelity equipment for quality recordings. In buying such equipment, the purchaser should be sure to look for features that enable the tape automatically to return to the beginning point when the entire tape is not run and that have provisions for pacing information so that students may take notes. All dial access systems now require an attendant to select the dialed tape for output. A development to watch for is the equipment for automatic selection.

The cost of computerized instruction can be justified only if the appropriate material is available and if a sufficient number of students can be benefited. The system provides a central programmed unit with the information disseminated by telephone. The institution acquires access for a fee and must pay the telephone charges. Public schools in up-state Michigan have such a system; and Palo Alto, California, has the best in math. There are not, however, very many programs available.

The 8 mm. loop projector and the 16 mm. loop projector were demonstrated. Advantages over the reel projector are that films are protected from wear, that projectors are simple to operate, and that costs are comparable or lower.

Sources of information on new systems and equipment are ERIC and

Regional Educational Laboratory for the Carolinas and Virginia (Durham, North Carolina) for cost analysis and other data, U. S. Office of Education for data on all systems, Raytheon Corporation for film on dial access.

Audrey S. Kirby, Recorder

Inservice Education: The Key to Growth and Development of Community College Personnel

By I. E. Ready

The community college is the most rapidly growing segment of higher education in America. If the present rate of growth and expansion—one new institution per week--continues, by 1970, there will be over 1,000 community colleges serving more than 2,000,000 students.[1] Recent developments in North Carolina will serve as a good example of what is occurring in many of the other states, especially those of the Southern Region. Since 1963 North Carolina has established 54 new institutions (4 were approved by the 1969 legislature) in its statewide system of community colleges and technical institutes. In the 1965-66 academic year, 15,431 full time students were enrolled. This number reached 22,892 in 1966-67, 33,996 in 1967 68, and is expected to exceed 43,700 in 1968-69 and 47,000 in 1969-70. In addition to full time students, the system served over 75,000 part time students through adult education and community services in 1968-69. More than 300 administrators, 1500 full time instructors, and 3000 part time instructors staff these 54 institutions of post secondary education.

The rapid growth and expansion of post secondary education in America presents a major problem of staffing. The long-range success of education in these newest members of the higher education family depends in large measure upon the continuing inservice education of staff, faculty, and supporting service personnel. The problem is compounded by the realization that a significant number of personnel are employed from such diverse backgrounds as military service, business and industry, public secondary schools, private and parochial junior colleges, and senior colleges and universities. While personnel from these backgrounds have brought unusually helpful experience to the community college and have made most important contributions to the education of young and older adults, they have often needed special orientation and training in the differing programs, processes, and practices of the community college.

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[1] Edmund J. Gleazer, Jr., and Paul L. Houts, eds., American Junior Colleges, 7th ed. (Washington, D. C.: American Council on Education, 1967), pp. 4-5.

The problem of staff development is also intensified by the changing nature of the community college and its many specialized training programs. New kinds of personnel for new types of developing programs and occupations are continually needed. One may consider in this respect the development of so-called "guided or remedial studies." It is an area of education which appears to be our greatest need; yet one for which we have few specially trained teachers and administrative leaders.

Yet a third aspect of the staff development problem is the rapid annual turnover in community college personnel. Currently the annual turnover in administrative personnel in North Carolina is about 20 percent. Some of this turnover is due, perhaps, to lack of training or experience on the part of the personnel.

Any simple, intuitively planned inservice education program for community college personnel will have limited success. To enable community college personnel to realize their maximum potential as administrators, as instructors, as supporting personnel will require well planned, highly organized, enthusiastically accepted, and extensively shared programs of inservice education. I would like to present three components for the development of such effective inservice education programs in the community college. These components are: Leadership, Climate, and Organization.

A higher degree of leadership is required by the local community college president for effective inservice education than for many of his other management duties. He serves more as a facilitator and coordinator than as an administrative expert. He tends to seek and develop the leadership of the group for promoting inservice activity.

> "Of the best leaders
>   The people only know that they exist;
> The next best they love and praise;
>   The next they fear;
> And the next they revile.
>   When they do not command the people's faith
> Some will lose faith in them,
>   And then they resort to recrimination!
> But of the best, when the task is accomplished,
>   Their work is done,
> The people all remark,
>   'We have done it ourselves.'"
>
> Lao-Tze (c. 600 B.C.)

If the community college president would then be a true leader, a facilitator and coordinator of staff development, he must promote the creation of an effective climate for growth and a good organization through which growth can be accomplished.

Human beings have the important ability to grow and develop in an experiential environment. The astute community college administrator who is knowledgeable of this significant socio-emotional principle is likely to reap great benefit by providing a sight-raising climate for the members of his staff. He will provide those types of experiences and encourage those kinds of processes which lead to increased research-based planning and problem solving by all those in the organization. He will exert that extra effort to develop effective channels of communications, keep communication channels open, and be highly accepting of feedback from the members of the community college family. He will involve the staff and faculty in such a meaningful way as to create mutual respect, confidence, support, and creativeness. Each of these administrative behaviors will contribute to the kind of climate in which inservice needs can be readily identified, professional development will be highly desired, and inservice training can be successfully conducted.

The true role of the administrative leader in staff development begins with the identification of potential staff and continues through such elements of the staffing process as recruitment, placement, orientation, evaluation, development, and support. In all of these processes but especially orientation, development, and support, inservice education activity plays a major role in the enhancement of a creative staff and faculty.

As the organization for effective inservice education is considered, one must move beyond individual and local community college responsibility. A team approach is important. The individual, the local institution, the state level staff, and cooperating universities and related organizations make up this team. Each has a significant role in providing effective, long-range, coordinated programs of inservice education.

Fortunately in North Carolina we have made considerable progress in this respect. Let me share a few examples of some of our organized and cooperative endeavors.

North Carolina State University through the Cooperative Internship Program has developed several inservice education programs for community college administrators. Beginning in May of 1967, a series of eleven seminars was conducted. These seminars dealt with relationship of the community college president to the various state governmental agencies. These agencies included:

(1) Local Boards of Trustees
(2) County Commissioners
(3) The General Assembly
(4) Department of Administration
(5) Advisory Budget Commission
(6) Office of the Attorney General

In August of 1968, a new type of inservice education was initiated. On the recommendation of community college leaders, three-day institutes which concentrated on specific problems experienced by leaders in key administrative positions were planned. The first institute was held in August, 1968, at Harbor Island House at Wrightsville Beach. Twenty community college and technical institute presidents participated. The topic for the institute was "Legal Problems Facing the

Community College President." A similar institute was held during the summer of 1969 with twenty-three community college presidents attending. Other inservice education activities included an institute on the role of the Dean, several statewide institutes for faculty and administrators of adult education, workshops for other faculty, and local administrative institutes on research-based planning and decision-making.

The University of North Carolina at Charlotte has each year since 1967 sponsored a fall conference of community college presidents. The Regional Educational Laboratory of the Carolinas and Virginia through its working arrangements with a consortium of 14 community and junior colleges provided needed inservice programs to faculties of several community colleges in the tri-states area. This institute at ASU provides ample evidence of the commitment of this institution to a cooperatively organized effort in inservice education to meet the pressing needs of our burgeoning community college faculties, staffs, and supporting personnel. We need these kinds of services if we are to fulfill the commitments which have been made to the masses of young and older adults who seek education for more wholesome living. We believe that inservice education programs, carefully planned thoughtfully developed, and cooperatively conducted can add measurably to the improvement of the skills of all community college personnel. We are all challenged to assist with the locating of gaps in our preparation for community college teaching and administration, the planning and carrying our of meaningful training experiences, and to research on the effects of these experiences to the end that our efforts can be more fruitful. Through such considered endeavors we can go farther in meaningful teaching and learning in the young but rapidly maturing community college.

IMPROVEMENT OF INSTRUCTION THROUGH GROUP DYNAMICS

by

A. J. Salatino

Intergroup relations is an important field for serious study by classrooom teachers. Its relevence to the teaching-learning process in most every classroom has brought intergroup relations or group dynamics into the center of attention by those concerned with improvement of instruction. Sociology, social psychology, anthropology, history, psychology, education, and numerous inter-disciplinary studies are applying principles of group dynamics to their respective areas of study in order to better understand the individual student in relation to the classroom group; and, thereby, improve learning both individually and collectively.

Our humanitarian attitudes and our democratic values may account for our interest in group dynamics. We know that most of our everyday experiences take place in relation to other people either directly or indirectly; and, therefore, it would behoove us as teachers to present learning experiences that mirror this concept in some meaningful way. As teachers become informed about intergroup relations, they can become more effective in improving the type of learning experiences each student has by helping him relate to the teacher, other students in his class, and to problems which he will encounter in everyday living. Our efforts to improve intergroup relations is essential in this modern world of many peoples, and many cultures, and particularly pertinent in the community college situation of broad heterogenaous student groups.

A committee of undergraduate teaching, chaired by C. Easton Rothwell, has given us a rather dynamic definition of the learning process in which they conclude that learning, far from being any passive transmission of culture, is an active process in which both teacher and student play roles.

It involves the acquisition of knowledge, to be sure; but, also such intellectual skills as the generation of hypotheses and their exploration, the heightening of sensitivities, the extension of perspectives, the deepening of perceptions, the release of creative impulses, and the rendering of judgments. It means the development of complicated intellectual and creative capacities, hopefully motivated by some zest and enthusiasm. It means the emergence in each student of an individual style of learning which discerning teachers can help to cultivate.

The teacher-learner relationship might well be compared to a chemical formula in that one must know the individual components which are introduced before the results can be anticipated or predicted. On the other hand there is the teacher who brings to the classroom a series of experiences which presumably prepared him academically to guide students through the acquisition of knowledge. However, the teacher also brings to the learner a wide range of attitudes, a collection of fears, a variety of positive and negative feelings and an accumulation of interpersonal abilities. These and other personality attributes may influence the experience so dramatically and positively that the student may absorb a great deal of desired knowledge, skills, and attitudes from his experience in the classroom. On the other hand, the teacher may influence the student in an adverse way so that negative attitudes are developed and consequently desired knowledge and skills are not learned.

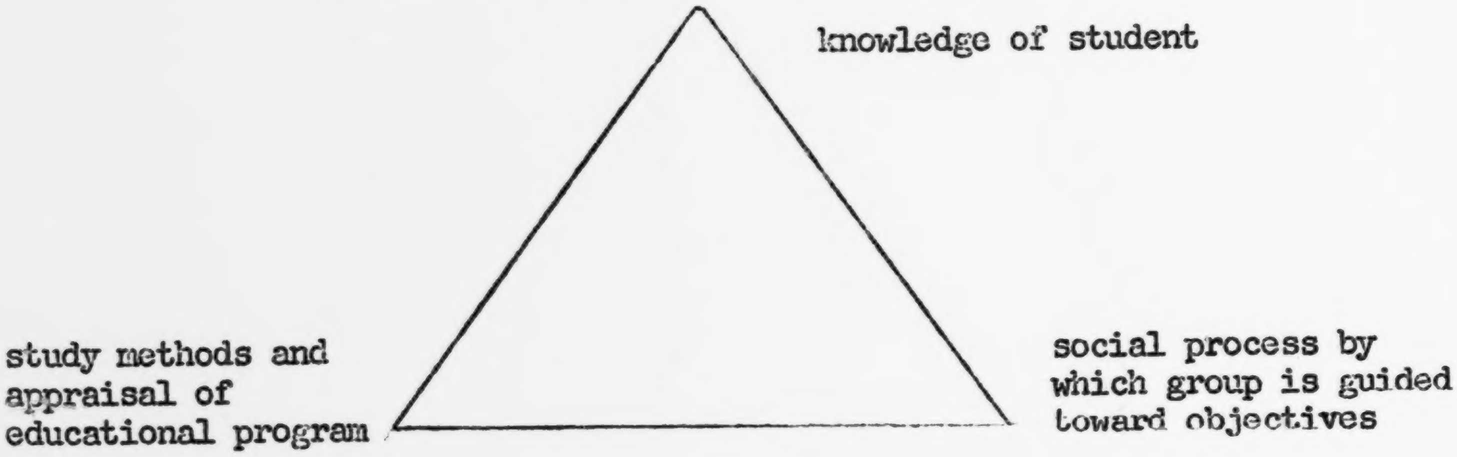
Although the teacher is tremendously significant in the teacher-learner relationship the student supplies the other half of the formula and carries some responsibility for the outcome of the mutual interaction which constitutes the process of teaching and learning. Students bring to the classroom a variety of emotional needs, conflicts, interests, fears, feelings, and interpersonal abilities which are as strong as those of the teacher; but because of difference in age and experience, they usually differ in scope and quality.

A study of the various classroom components, therefore, should most certaintly aid the teacher in communicating with his students. Teaching should improve as attention is given to the basic relationships of the students in his classroom. It should become more effective when the teacher incorporates a sensitive awareness of the student's capacities, backgrounds, and expectations both about learning and about their teacher. Teaching should also improve when the teacher draws the student into a sense of mutual inquiry or creation. Whether he is conscious of it or not, the teacher's very appearance before the class has an impact on learning.

Education makes realistically heavy demands upon the student to change, both from the standpoint of altering attitudes and demonstrating through practice newly acquired knowledge. Much as students want to learn, learning implies change, and however much desired, change is simultaneously feared. Often the student is engulfed in feelings of helplessness and confusion and this in turn creates a tendency to respond with anxiety, resentment, and hostility. Thus the teacher-learner relationship must frequently concern itself with exploration, verbalizing, and working through a multitude of negative feelings if progress toward the ultimate goal is to be achieved.

Group dynamics and interaction, in all its dimensions, is somewhat like a pyramid. At the apex we would place knowledge about people--who they are, how they live, what is known to be good for them. At one base would be study methods including appraisal of planned programs. At the other base we would place the social process by which the group is guided toward the achievement of its objective.

PYRAMID OF GROUP DYNAMICS FOR EDUCATION


knowledge of student
study methods and appraisal of educational program
social process by which group is guided toward objectives

In considering the apex of the pyramid the first question the teacher should attempt to answer is: why are the students here? What do they expect to gain from their membership in this group? Nobody can answer these questions for the teacher in a textbook because it is specific to the individuals with whom he deals. The objectives for the course or the class must be adaptable to the students within the given situation. By looking at some of the principles of group dynamics perhaps we can make some generalizations and better understand the intangible relationships among the people in the classroom group that constitute the teaching and learning community.

This classroom community is in some important way interrelated and for an effective teaching-learning process needs to have interaction with members of the group. Good interaction is essential for effective learning, and since our purpose in education is to get the student and knowledge together, the teacher might best apply techniques of group dynamics to enhance the learning experience. These principles are valid for all teaching methods whether it be straight lecture, lecture-discussion, seminar, or what have you. We are primarily interested in group dynamics as a means of change whether it be through growth in knowledge, change in attitudes, perfection of judgment, better decision making, better communications, etc. We know that both the teacher and the group exert influences directly upon student motivation, action, and learning and that the group directly influences behavior in areas of critical thinking, attitude development, and social skills.

We also know that good teaching is essentially good leadership. The good leader gives direction, sets standards, organizes activities, and is involved in all phases of group participation. As a leader, the teacher needs to respect student ideas, suggestions, opinions, and personalities. An inability or refusal to meet these roles results in a classroom beset with interpersonal difficulties and lack of accomplishment. The teacher who is to understand individual behavior must look at the kind of roles each plays in the group, the satisfaction these roles bring to the individuals, and the conflicts which they might produce.

Quite often in educational discussions one finds reference to group processes separate and apart from serious teaching problems; it is considered the "frosting on the cake." Our premise is, however, that group processes are an important and useful resource as teaching brings about changes in individual student behavior.

Instruction is a complex made up of many major parts or dimensions and these parts operate efficiently only as they are interrelated with each other. To remove any one part from its proper interrelationship with the other destroys its significance. However, in all levels of education we find that the complex of instruction is often fractionized into various components so that their integral place in the total instructional process is amiss.

Hours are devoted to developing general education curriculum with little concern for how they should be taught, or to whom. Mountains of information are gathered about students with no consideration for how teachers may best use the information to do a better job of teaching.

Learning experiences consist of interpersonal relations involving the teacher and student, and student and student, and the setting in which the learning situation is created. Each of these parts of the learning experience is capable of evaluation not only in isolation, but, also in their relationship to each other. Regardless of how appropriate certain methods, materials and settings may be for certain students, if selection of these materials and methods disregard interpersonal relations, it may be totally inappropriate for other students. The teacher must know the individual student as well as the basic principles of learning in order to provide the variety of learning experiences necessary to combat failures in lack of motivation and disinterest on the part of the student. The teacher should strive to know and utilize in his teaching all aspects of the student which affect his learning process. Some of these might well be his source of values, his interests, his motivational factors, his abilities, how and why he makes decisions, his past achievements, his health record, and how he gets along with others.

Another dimension in improving instruction consists of the teacher or leader of the group. Russell Cooper states that the attributes of a good teacher can be reduced to three essentials in effective college teaching. The teacher must have a knowledge of subject matter, and understanding of students, and the skill in bringing these two factors together. He states that if any of these elements are deficient, the teacher may still be a great scholar or a great humanitarian, but he cannot be a great teacher. Quantitative factors in the teacher such as degrees held and number of years of experience tell only a small part of what is important. It is the third ingredient of skill in bringing knowledge and student together that makes for the master teacher who attains proficiency in teaching. This skill is basically the employment of effective principles of group dynamics.

If we look again at our pyramid of group dynamics, we will see that we have talked briefly about having a knowledge of the student, and study methods of appraisal of the planned educational program including objectives and how they should guide the teacher in providing learning experiences pertinent to the student's interest and motivation. We will now look briefly at the social process by which groups are guided toward their objectives as applicable to the learning process.

The influence of the group upon the learning situation has never been denied in modern educational theory and practice, but it has only recently been recognized as a basic and integral factor in the educational process. Traditional education has always recognized that every individual is inescapably a group member, but often has not employed the means by which each person can develop his full potential. From the group-dynamic point of view the most important function of the school is to enable the student, by free participation in the group's activities, to find his place in the group and to understand it. Through participation the student develops a sense of belongingness. To achieve this, educators should organize their classes in such a way as to help each student gain a better understanding of his role and responsibility in the learning process. This reorganization consists of a series of effective goals, such as teacher-student planning, socialized meetings in which group discussion is a chief technique of teaching and learning, and the opportunity for each student to actualize his potentialities. Discipline should become self-discipline as the individual's integration of behavior becomes a part of what the group defines as desirable.

When dealing with college students in today's world we find that traditional methods or rewards and punishment by credits and grades are increasingly becoming more and more ineffective. Lectures and recitations do not meet the enthusiastic response of students who are bent on achieving an understanding of the world they live in. Accumulating a large body of more or less related facts is not the goal of today's youth.

Conditions like ours today demand a re-examination of the psychology of motivation, particularly as it applies to classroom instruction and curriculum change. This is no easy task, for in education changes are often unwelcome and vigorously combated. This task is made more difficult by the fact that changes in the school program are not merely changes in an institutional structure; but from our point of view, a change in the behavior of people in groups. To effect this change we must understand, and apply our understanding to the dynamics of group formation and collective action. Group dynamics, and its stress on the group process and group leadership conceived as a democratic "change agent" can thus be effectively enlisted in the cause of educational advancement.

THE TWO-YEAR COLLEGE STUDENT: HIS SPECIAL NEEDS

By Bernard Murphy

The principal difficulty I have experienced in preparing this talk is that of conceptualizing and defining the problem with clarity and precision.

One could begin with a simplistic statement: the purpose of developmental studies is to prepare students for successful junior college work. A noble objective. How will the goal be achieved? Through courses in developmental reading, English, and mathematics. Well-designed and carefully implemented these courses will solve our problem, our goal will be achieved, and we, here, will have nothing further to discuss.

This kind of simplistic thinking is probably the chief reason why we educators fail so often in attempts to solve problems related to low academic achievement. We initiate programs and put them into operation before anyone among us has described exactly what it is that we are dealing with. In other words we have solutions but we don't know what our problems are.

In a sense, then, educators resemble old-time medicine men: we have the cures but we don't understand the nature of the disease. We are also like the surgeons of yesteryear ready to apply the knife to any ill.

We are impatient with the whole process of problem-solving. We see ourselves as practitioners, persons who specialize in techniques; we shy away from the definition of problems and from the research necessary to definition.

This could be one of the reasons why we have such a plethora of material and equipment associated with our activities. For every educational ill there are literally thousands of devices designed, purportedly, to remediate whatever is wrong. And, though the devices are used extensively and carefully, we have failed to make any appreciable progress toward solving our more challenging problems.

For example, we in developmental studies have at our disposal a multitude of texts; standard, programed, and a combination of the two; we also have films, filmstrips, tachistoscopes, controlled readers, shadowscopes, reading pacers, tape recorders, teaching machines, overhead projectors, and stereopticons; we also have programs for use with the above machines; we also have workshops for teachers and students of developmental studies; we also have consultants; we also have conferences such as the one at which we are now in attendance; we also have bulletins and newsletters. But we also have precious little evidence that any of these goods and services do what they say they will.

This is frustrating. Despite the presence of these means of doing the job, we are unable to achieve a dramatic breakthrough. Why? My hunch, as I've said, is that our energies are being mis-directed. In particular, we are acting without thinking.

When I'm heard to make statements like the foregoing my listeners fire back at me with such epithets as: "You're too much of a philosopher, a dreamer, a head-in-the-clouds man." My critics are correct. I am a dreamer. I couldn't work in developmental studies if I weren't. What we propose to do in these programs has not been done before, viz., to provide collegiate-level education for youngsters heretofore considered only partially educable. At least that is how I translate the expression, "trainable".

I will readily admit that we are tackling the impossible. Getting men on the moon may have been far less difficult.

Let me support my claims. First of all our farm system is in trouble. All of us know that most of the young people who come to us from our various high schools are not prepared to do collegiate work. Placing blame and criticising is just so much waste of breath, however, for, in the words of the cliché: we have no choice but to accept the students as they come to us.

The inability or unwillingness to accept such a patent fact has proved to be a major stumbling block to the creation of developmental programs. We do not like what we see in our students. Before I go farther let me say that they don't enjoy the view either. While they are not erudite, they are not stupid. Our students are quick to sense non-accepting behavior. They have received so much rejection from school people already, that our behavior only serves to reinforce the negative views we have helped them to build around themselves and their academic abilities.

Rather than busy ourselves with negative comments about them and the high schools they have attended, we should be prepared to look at things just as they are. We cannot flinch, castigate the feeder schools, nor become despondent about our students' academic anemia.

Let me use another cliché. We are just going to have to be philosophical about the whole situation. But, as I have said before, this will require that we think before we act.

We can begin by asking questions about our students. They, after all, are the material upon whom we will be acting. What has shaped them into the persons they have become? What kinds of experiences have they had before they came to us? How do they perceive themselves, their schools, the world in which they live, their futures, their teachers, etc.?

For a moment let us isolate just one aspect of their behavior pattern. When human beings encounter unpleasant experiences, they develop the marvelous psychological facility of turning the unpleasantness off. This behavior might be in use in this audience at this very moment! The device is engaged through a little mental button. Click! and the mind is free to go where it wishes.

Our students must have employed this button frequently in school for their measured progress shows an abrupt halt at junior high.

The problem of academic non-achievement is much more complex than I have allowed. Actually it involves such factors as irregular patterns of home life, exposure to indifferent teaching and teachers, repressive neighborhoods, lack of cultural experiences, the inability to lend oneself to growth-producing experiences, differences in values, beliefs, language patterns, etc.

But we in the colleges do not usually concern ourselves with why students have so little in the way of knowledges, understandings, and skills; nor do we examine the efficacy of previous attempts to remedy their academic problems. As a consequence we launch into practices of little-proved value. Then when our students fail again, we are able to supply them with additional evidence of their personal and academic inadequacy.

Since even the magic button doesn't alleviate their frustrations, students drop out of college. As they leave, or should I say, fail to show up any more, we, in our official wisdom, are heard to say: "Well, they didn't have what it takes."

Why is it that youngsters who shrewdly choose their parents usually become the ones who have what it takes? Why is there such a high correlation between certain environments and good grades and, conversely, other environments and poor grades? For those who would be successful in college, pre-natal planning seems a sine qua non.

Some of our citizens are given a running start in the open competition for the "good" places in our society. Others, to switch the analogy, find that they have three strikes against them before they can get the bat from their shoulders.

Obviously, we shall have to change the name of the game, or the rules by which the game is played. That is, if we expect the latter group, the disadvantaged, to have any chance to play and, sometimes, win the game.

I ask you this, therefore: Will we allow ourselves the right to make radical changes in our programs? Though I may sound flippant in tone, I am very serious about my intent.

Given the present forms of education most of our students cannot escape failure. This has to be a waste. Surely we can create ways to tap the power and resources found in these young people. Higher education cannot be said to be universal when only thirty percent of those who enroll in junior colleges achieve associate degrees.

The ways in which we are operating currently preclude the possibility of extending universal education beyond grade twelve. These forms also prevent us from extracting ourselves from the ruts from which we are operating and which we continue to dig ever deeper.

Allow me to look back at what I have said so far. I have said that junior colleges have not been sufficiently different in nature from their antecedents to permit more than a small fraction of their clientele to benefit by attending them. What has been called the promise of junior college is just and only that -- promise.

Therefore, what I am calling for is the following: (1) that we begin behaving differently; (2) that we make a careful study of the population we are working with; (3) that we change the conditions under which junior colleges operate; (4) that we gain a more refined conception of what we are trying to accomplish; (5) that we judge or measure what we are trying to accomplish through our techniques and practices in terms of what we wish to do, and with whom we wish to do it.

Let us return to an earlier point. If we are programers and practitioners, do we build our programs and practices on a solid base of valid research? Can teaching claim to be a profession without employing a body of knowledge peculiar to itself?

What is known about those parts of the society whose children are said to be disadvantaged? How does one become disadvantaged? Anthropologists and sociologists tell us that one has to learn any culture. It must follow that the disadvantaged were not born that way. They must have acquired their characteristics. If this is so, if one has to learn to be disadvantaged, then one also has to learn to be advantaged. However, and this is crucial, if the disadvantaged are to become advantaged, they must unlearn or divest themselves of their previously acquired characteristics or patterns. The advantaged, in this sense, need not undergo such unlearning and relearning.

The disadvantaged person, in this process, must experience an identity crisis. He has to examine his life-style, values, beliefs, and habits, and ask himself who he has become. He then has to examine the life situation into which he has placed himself, and note the points of congruency and incongruency. In other words he has to see how well he fits where he is.

Ruth Benedict makes this observation in her book, Patterns of Culture. She observes that in order to fit well in Zuni culture one cannot bear and practice the same traits found among the Plains Indians. The aggressive behaviors found among the latter are highly inappropriate in the former.

Our disadvantaged students, and that term is the worst kind of euphemism, have to be confronted with the fact that their behaviors do not fit in institutions where the dominant behaviors are based upon white middle class patterns and practices. Once confronted, if they accept the fact, they then have a choice: they can choose to change, they may adapt themselves to prevailing patterns; or they may remain as they have been. If they opt for the latter course of action, they will at least be aware of why they are not being awarded a degree.

While we are helping them to become aware of the situation's social complexities, we can develop an approach which will aid our students to see that we do not believe that any sub-culture in America or in the world for that matter is superior to any other, but, rather, that each has become what it is in response to historical circumstances. The identity crisis can be eased, also, if we illustrate that behaviors are not simple responses to stimuli; that responses are molded through interactions with others in social situations. Students might be helped to see that, though one has little choice about his initial environment, this early setting is the one which serves to shape him into the person he has become.

But let's not communicate the above message through lectures or programed instruction, workbooks or indoctrination sessions. Instead let us set the tone for learning by making it possible for our students to engage in process. Let us encourage them to become involved in questions which are of significance to them. One has to discover who he is. While the process can be very painful, it can be made possible when a setting has been created which emphasizes the dignity and worth of every human being.

Once the conditions for self-discovery and other important learnings have been established, it should be possible to see some rather dramatic, exciting changes taking place in all of the people involved in the situation.

But we must remember to keep our students deeply involved in the action. If our students are disadvantaged, we should keep in mind that their time orientation tends to be immediate; they are concerned about the here and now; they care about pressing needs and problems. If we are to help them to become re-oriented we shall have to have them assist us in planning programs. Education is involved in communication and communication is a two-way process. How can one learn to plan and execute plans unless he is given an opportunity to do so? How can one learn responsibility unless he is given some? How can one learn to think in terms of cause and effect unless he is placed in a situation where he can experience and then analyze cause and effect? We have complained about students inability to act maturely and have not admitted that we don't encourage them to be independent, self-assured, and mature. Perhaps we are afraid that they will make mistakes and embarrass us. If that is true then we have paid a high price for the lack of embarrassment.

On the other hand, if we encourage students to think in terms of cause and effect; act and consequence of act, we may be able to help them feel that they can gain a considerable measure of control over their own lives. We may be able to erase the feeling, characteristic of the disadvantaged, that life just happens; that one cannot have much power in his life space; that one is, in effect, at the mercy of capricious fates.

What I think I am asking is that we adopt an experimental mode. Why? Because our need for new insights is very intense at this moment. Since one really knows how to solve our problems, let's generate some new knowledge. Let us design some action research, particularly in instructional areas where we have proved competence, and then test our ideas in action.

Notice I said "test". Too often what is described as action research is merely a retreaded idea or a whimsical trip into the unknown. Then after the trip is over no one knows what happened, nor why it happened. We have ways of measuring the effectiveness of classroom instruction; they should be employed, particularly if we are going to support claims for innovative practices. A practice is not good because it is different; it is good because it produces desired results.

But innovation through experimentation must receive maximum support. We are all aware that there are no guarantees of success when one begins experimenting. In fact failure is the chief characteristic of experimentation. Probably the greatest learning gained through an experiment is what doesn't work. And we have a very funny phrase to describe what we say when we make such a discovery: it goes like this, "Well, back to the old drawing board."

We need, then, both the experimenters and those who will support experimentation. Each role is vital. Like love and marriage the two are inseparable.

Also we need to see that the signal feature of developmental studies programs will be a radical departure from the known. We have little to lose in such a departure for what is known is recognized as ineffective.

We shall be forced to make this departure in order to obtain desired changes in learners, instructors, programs, practices, and administrators. All this will be necessary so that learning can take place in a new setting.

Experimentation requires an existential mode of behavior. People in experimental situations define themselves as they go along. What they will become has not existed. There are guides for their actions, however; rationality, empiricism, principles of learning, research, and ideals. Though they will be making a voyage into the unknown, the experimenters will not lack aids to navigation.

If nothing else has been secured from our efforts in the past, we at least have the knowledge of what to avoid. We have also recognized some issues which we have to confront.

Let us begin by examining some present views of what a college ought to be. Unfortunately, especially for junior colleges, our models come to us from a period of history when higher education was meant to prepare young men for lives of creative leisure. That was the chief aim of liberal arts. Now it is claimed that the chief value in these arts lies in the humanizing effects they have upon those who pursue them. Whatever they may be liberal arts are not specifically vocational in orientation, that is, unless one wishes to become a teacher of the arts.

Because a college diploma represents a passport into certain areas of our society, it is mistakenly held that college prepares one for life. This is not so and we know it.

Recently, that is in the last 100 years or so, colleges and universities have become more profession-oriented. To get into the expanded number of professional schools, however, one's passport is still gained through a baccalaureate degree.

There is some confusion, therefore, concerning the kind of role higher education should play in preparing young people for productive, self-fulfilling places in our society. Eg., Is the role to emphasize humanities or vocational studies? If it is both, how can two rather divergent goals be achieved through the same curriculum? Which courses will be humanistic? Which vocational? How much humanism? How much specifically vocational should be offered?

Now we see how this confusion affects us in the junior colleges. We have accepted the task of providing the first two years of undergraduate work for those who intend to achieve a baccalaureate. We also claim to provide for those who wish terminal training in the technical or applied science areas. So, not only have we inherited an old issue, we have created one of our own, viz., the transfer versus the terminal function. Some of us stir the pot still further by adding another problem: Should junior colleges serve as vocational centers?

How do these unresolved questions affect developmental studies? We find it difficult to say the least, to understand what our particular contribution will be. We are quite perplexed about the kinds of services we should attempt to offer and to whom to offer them.

If human behavior tends to be goal directed, what, in all this confusion, we ask, are our specific goals? It is one thing to develop knowledges and skills required to operate effectively in the liberal arts, quite another to develop those related to vocational pursuits. One area emphasizes abstract thought and principles; the other tends to concern itself with the application of abstraction. Even in single areas of study such as science, it is easily seen that there is a great deal of difference used in the approaches to theoretically-oriented subjects as opposed to those labeled "applied." Because of these differences in approach, the style of thought differs in nature.

It is also true that styles and forms of cognition in the various kinds of arts and sciences are significantly different from each other.

Some arts call for much higher and more difficult cognitive behaviors than do others. In addition a student's acquaintance with basic principles seem a prerequisite to successful performance in certain courses.

How will we in developmental studies bridge gaps between what students know and are able to do, and what they will be expected to know and do? That is only one of our problems. Allow me to describe others as well.

How can we get students of disadvantaged backgrounds to see the possible benefits of enrolling in developmental studies courses? These young people seem quite unaware of the learning problems they will probably encounter in their initial course work. They've been led to believe their high school diplomas represent a legitimate degree of academic achievement, sufficient, say, to do college-level work. Who among us will break the news to them that all they hold are certificates of attendance?

If Dr. Arthur Combs of the University of Florida is correct, and I believe he is, the ability one has to perceive reality is narrowed under conditions of threat. If I understand his thesis, I am led to believe the following: the more our low-achieving students are threatened, the less able they become to modify their behaviors. More often than not they choose not to accept help in the form of developmental studies; frankly, they would rather fail on their own.

At first I was chagrined and unhappy about the low enrollment in developmental studies. Then I began to see the situation better myself. Under the circumstances, why should a student expose himself to what he sees as a denigrating experience? He is entitled, through virtue of being a high school graduate, to take regular college course work. Why be different?

But I still get upset by such behavior. Of course, I often operate under the assumption that students come to college to get an education. I'm wrong when I think this way. I know why they attend college - it's to get a good job, status, have fun, meet girls, boys, avoid the draft, please mom and dad, etc., etc. Taking developmental studies doesn't serve their felt needs and we know that, else we'd be far more popular. That's an unpleasant fact of life; nonetheless, it remains true.

So what do I do? I try to devise means of forcing students into my program. I have conferences about ways and means to lock the non-achieving into what I know will be good for them. I resist their efforts to be wrong-headed. I'll get them into developmental studies or die trying. I haven't succeeded in doing either of these things just yet but I've come to the right place for the latter. One step off one of the cliffs around here and...

I'd like to share a recent experience I had in Lake City, Florida, where I met with other instructors and directors of developmental studies programs. We met with the agreed-upon purpose of sharing some of the knowledge we had gained about how to teach, operate and develop our kinds of courses. We were to emphasize the positive, our successes, our new insights, our new knowledges. After one afternoon of lying to each other, we finally got down to business, told it like it is and cried a lot--using each other's shoulders, of course. We then described what we had really learned, that is, how not to conduct these programs.

One of us was very disturbed by this development and asked, pleaded, I should say, that we get back to a recounting of our successes. She wasn't going to be part of any group therapy, she protested. We all ignored her.

Do you know what a great feeling it is to know that you aren't alone in your failure; that others like yourself are doing their darndest and aren't getting very far either? It made the conference a great success, I believe, for I went back to my job knowing that while I'm not achieving what I'd like to, others aren't either. That means that I'm groping for answers to some difficult questions; it also means that I'm not alone. For those of you about to undertake developmental studies, I recommend this knowledge - you are not alone! So let us keep in touch with each other. Each of us needs all the support we can get.

Initially this paper has discussed some of the aspects of problems faced by those of us engaged in the attempt to innovate programs for the not-so-talented junior college student. High on this list of problems is the phenomenon of calcified instructional practices and equally rigid programs. Of equal importance is the difference found between the perspectives held by students as contrasted with those in the minds of their instructors. The distances between these points-of-view indicate that we have a bad fit between the principal parties of classroom interaction. The worse the fit, the less the chance for real communication and hence education to take place. To deal with these problems I have called for bold, new approaches, experimental in design. Were I to stop at this point, you as an audience, would not have been provided much to use in establishing programs. For this reason, I would like to outline, very briefly, some guides which may be of some value for this purpose.

I've said that we should get to know our students better. At first when I thought about this suggestion I was concerned about getting involved in a very thorough testing program involving achievement tests, personality inventories, autobiographies, etc. While this type of data is very useful it still doesn't meet the need we have to identify student as persons. Such knowledge, I feel, can only be secured through intimate interaction. Initial contact, therefore, should aim at gaining an understanding of individual needs and perspectives. If we are to achieve helping relationships, we will have to disclose ourselves to our students and hope that such disclosure will result in students becoming more open to us as instructors. Once we have made this kind of contact we can begin to formulate strategies based on recognized needs. Moreover, we will be engaged in designing programs to fit students, rather than trying to devise means by which we can reshape students to fit us.

Physicians spend considerable time and effort in working-up their patients. Treatment of patients proceeds only when the work-up or diagnosis has been completed. We have neglected such practices in education. We know too little about our clients before we begin operating. We seem to prefer the Procrustean technique: when our guests do not fit our beds, we lengthen or shorten the guests rather than alter the bed. "Remedial" or compensatory education is one of the best known ways to carry out this accommodating process.

If we are to have flexible beds, we shall have to get a fair notion of who we are working with. Then we need to know what it is that we expect to achieve with this group. But generalities won't do; we shall have to be quite specific in delineating our objectives. However, we still won't be ready for our operations at this stage for the objectives will have to be scrutinized for validity. For example, are the objectives appropriate to our stated functions? Are they realizable? Are they stated in behavioristic terms - do they lend themselves to measurement? Will we be able to recognize when students are behaving in terms of our objectives? Writing objectives is both science and art. May I suggest Benjamin Bloom's Taxonomy of Educational Objectives as a guide?

Once we know who we will be working with and what we hope to accomplish with them, we may then start our search for ways and means. We should keep in mind, however, that how we execute our objectives will be inextricably tied to the objectives themselves. Goals and the means of implementing them, are part of the same process.

Our principal goal is to awaken student interest in mental activity, in the cognitive process. In other words we want them to learn how to think.

A mental discipline is a style of thinking. As a series or pattern of behaviors, it has to be experienced by a person before he achieves mastery of the discipline.

You will probably discover that students view their role in classrooms as essentially passive. Education, or schooling, in this perspective is something done to someone by another acting as an external agent.

Do you know how items are placed together on assembly lines? This is what students believe happens to them in the education process. Each teacher on the line, much in the fashion of an assembly line worker, is responsible for a particular part of the student's education. The teacher's actions produce educated persons. Good teachers, functioning in this manner, make good students. As a result of this kind of thinking students have come to believe that teaching is the more vital phase of instruction. One wonders how they could have arrived at this conclusion for we know that learning is what is really important in instruction. And don't our behaviors reflect our beliefs?

But back to student perceptions - they feel that if one is passive in his classroom and if the teacher performs the approved sacred rituals, like taking roll in an authoritative manner, that learning will occur. Our students don't realize that their instructor is the person doing most of the learning. Why? Because he is the one most actually involved in the ideas he is presenting to his class.

The students operate under the illusion, as the instructor may also, that they are able to absorb information osmotically, just as their skin absorbs light rays down at the beach. Again we may wonder, how could they have acquired such an absurd point-of-view?

We, on the other hand, know that however excellent a performance may be, the audience is not experiencing in the same manner as does the virtuoso giving the performance. Passivity creates only the ability to be increasingly passive. One may, after viewing a performance, attempt to imitate what he has observed. If he does he is no longer passive, however, and has assumed the role and behaviors of a performer. My Deweyan bias is obvious but I am more than ever convinced that one must become involved in active, trying-out, testing-out behavior in order to learn. One learns by doing what he wishes to learn.

If one is to learn how to write, he must put his ideas into writing, analyze the form his thoughts have taken, evaluate the product against recognized criteria, and then revise his work. Reading about writing, or being told to write does not make one a writer. I even question the practice of imitating patterns of good writers. If writing is an expression of oneself, why can't we allow for a degree of idiosyncrasy? We claim oftentimes that we teach creative writing. How can people taught slavish imitations of the ideas and styles of the great writers develop their own distinctive, creative styles? One learns to be creative by being creative, by venturing from the established, by daring to be different.

To aid in the development of creativity we should encourage students to engage in activities of significance to them, not to us. To be of value an activity must have some intrinsic worth to the person engaged in it. If a student sees no real reason to do something, he will drop out, or cop out. Our students have serious doubts about the authenticity of school work already. Why should we give them further contact with the "phoney" curriculum?

Where do we find real problems? In the students themselves. They know where it is really at; where it's all happening. They may be skeptical if we allow them to pursue what they are really concerned about, but if we persist they can learn to trust us. They might even see that we are genuine human beings.

But don't do what I saw a number of years ago at a famous laboratory school. This group of educators, well-intentioned as we all are, discovered persistent patterns to the problems students defined for themselves. The most popular problems then formed the foundation of their problem-centered curriculum. How can one learn to define a problem when it is done for him? How do I know something is a real problem until I engage in discovering that it is? You don't know what my problems are. Well, you might but I won't work on those you give me; I probably won't choose to believe what you say about me, either. All I'm trying to say is that the process is more important than the specific answers acquired through the process. By learning to define and solve problems I am learning to gain power over my environment. I may forget the specific facts I learned, but I won't forget how to learn facts which help to solve problems. Neither will I forget the understandings I acquired during the process of problem-solving for they are my understandings, they are part of my world view and, hence, part of me. Moreover, if engaged in problem-solving students won't have to learn answers to which they have no questions; nor solutions to which they have no problems.

What of drill? Our students can't really perceive how drills are relevant to their goals. They want immediate gratification of their needs and no substitutes. Forcing students to drill when they see no reason for it is to force them to go through motions of no meaning; to play nonsense games.

Most of the material designed for the disadvantaged students (read: remedial, retarded, dull, slow-witted, partially educable) is of such pablum-like quality that how anyone can attend to it for anything beyond ten seconds is a mystery to me. I certainly wouldn't; nor would you. But then we aren't disadvantaged; we don't need this kind of help. Thank God I was never found out - I never did learn how to do square roots properly.

I do not intend to dismiss drill as a necessary part of the learning process. Of course overlearning is often vital to a learner My point is that its efficacy comes only when the learner recognizes its value to him.

I should like to make the same point about programmed instruction: its value is realized only when the learner recognizes its worth to him. If, in other words, he uses it to solve a learning problem he himself has identified.

But this is also something for us to consider. One selects the right tool at the moment he understands the nature of the problem he is working on. This is intelligence in action. Tools and their use are developed in the process of solving problems, not vice versa. This isn't the only time tools are developed, of course. But even the whimsical creations of man such as toys become tools as someone visualize a practical use for them.

Let us expand this idea further. When one is free to play around with something: an idea, a tool, a toy; when his mind is free to reflect upon situations and events he may perceive new forms, new behaviors, new uses for objects. Such a person may then begin to feel comfortable about this ability to innovate and gain a degree of confidence in his powers to cope with the exigencies and unknowns of life. This kind of feeling or knowledge of himself is probably worth more to him than his other discoveries. For while I don't know the answers to problems I may face tomorrow, if I am competently handling today's, I'll probably welcome the new problems as challenges, as means of testing my powers. I think this may be a way of answering that old question: What is the difference between a threat and a challenge?

How do students see school work? Threat or challenge? The disadvantaged have little doubt about it. They've failed so often that each new situation is another opportunity to prove to himself and to others just how much of a failure he is. Why is Charley Brown so popular with all of us? We're blockheads too. Only we can laugh about it; the disadvantaged don't find the appelation very funny.

Now we can see why these disadvantaged students constitute such a problem to us. Now we can see why any solution to this problem is welcomed. This is complexity; this is frustration; this problem offers little ego-reinforcement and much ego-reduction. We feel like the disadvantaged do about themselves; we feel like quitting. And one of the easiest ways to concede defeat is to return to our old established routines. They may not be very effective but they're as familiar and comforting as Linus' security blanket.

So be very careful in designing programs for the disadvantaged. Our task is to get them turned on; not off. The criterion we should use for any activity ought to be: how much excitement is it capable of arousing in the learner? We have to get our students hooked on problem-solving, on thinking, on learning, on being open to experience, on life itself in this sense.

But this is easy to say and hard to do. Where can one begin? As I've said, start with the learner himself. Find out what really concerns him. Note that I said concerns. For a while we tried to build curricula around student interests. There is a difference between the two. I am interested in more things than I am concerned about. I will act on things which concern me.

There are many materials which lend themselves to such an approach. Try to get the stuff which ties into the concerns you have helped students identify. This isn't nearly as difficult as it sounds. Students are telling us rather loudly and clearly that they have many concerns. They're demonstrating about them. They are things which touch their lives: things like Vietnam, the draft, racial inequality, differences between our generations, the bomb, the pill, drugs. The list is actually longer than can be accommodated.

These concerns will then become vehicles through which thinking, understanding, knowledge, and skills can be developed.

The worst errors committed in the name of developmental studies are those which have been based on the false action that these programs ought to be crash programs in the basic tool subjects. Some how or other, according to this thinking, the knowledges, understandings, and skills which have not been learned sufficiently well in twelve years of schooling can be acquired in seventeen weeks; that the habits, attitudes, and life styles adopted through these long years can be modified in a few months: given the right teachers, methods, and materials, of course.

Just whom are we kidding? Ourselves, mainly. We don't convince our students. They know it can't be done and they prove it.

But change the name and rules of the game and perhaps something more desirable will happen.

Concentrate on process. Don't worry about what you begin with in the way of topics. What will these topics lead to? That's what we are concerned about.

Secondly, don't attempt to cover a great deal of ground initially. A little bit learned well is far better than a great deal not learned at all.

We have more materials for independent learning than can ever be used. The trick we have to perform lies in convincing the student that these materials will help him get where he has decided he wants to go. Our job, in other words, is to supply the student with material he can grow on.

Our trouble is that we assume too much about what motivates students We think that they come to college to get what we call an education. If this were true, then we would have little difficulty in getting students to do what we tell them is appropriate.

But students are in one sense very pragmatic. They want to know how a particular activity will be of personal value. They want to know what is in it for them. We keep insisting that, while they can't see the benefits now, they will in the future. If something is good, they insist, it is good both now and in the future. They can't visualize the future; they live now. Where do we live? Or is that too rhetorical to ask?

We must also be prepared to subject our teaching to the "so-what" test. Perhaps extensive use of this test will help us rid ourselves of much of the useless bric-a-brac and white elephants we've accumulated over the years. You've heard about the trivia contests students engage in. They, at least, have gotten some fun out of most of the stuff we've placed in their heads. What do we do with it? (Bury it in libraries, you say. That's heresy!).

So this is a short report on what I've observed in education. I don't understand why it took so many years to understand what I've been looking at and why it takes so many words to describe. Basically the message is this: Be objective about yourself and your problems. Once you've described your problems to yourself, look for solutions to the problems. Gather sufficient data to understand and define the problems. Apply the solutions. Test your actions as you go. If something doesn't work as planned, why doesn't it? Don't make excuses, don't place blame on others, solve the problem. Do what is called for.

Know your students: they are the heart of the instructional problem. What are the best conditions for learning? How do students learn best? How have students become the persons they are? Are they amenable to change?

Know your faculty: they are the heart of your instructional program. Who among them are creative and flexible enough to create the conditions under which students do their best learning? Who are the instructors? Who are the virtuosos or classroom showmen?

Know enough vital research to make use of it in developing new programs. Be discerning enough about research to know which is applicable to the problems you are working on. Not all research is of immediate use.

Evaluate instruction. Good teaching results in learning. No learning, no teaching. If you can't measure it in some way, does it really exist? Is good teaching good because it takes a particular form or because students learn as a result of it? Is appearance more real than substance?

As you might suspect I am far from being an expert in these matters. I have more questions than I have answers. I am thinking about the problems, however, and this I believe has been my main point. If I think before I act, my actions may produce the results I am seeking. This is what I believe we need to do more often in the process of education.

THE TRANSFER STUDENT

By Charles A. Bucher

During the 1960's the number of persons seeking admission to colleges and universities steadily increased in all sections of our country. Adding to this marked growth of college enrollment is the recent major emphasis on higher education by both governmental and private agencies. The community college program in our own state is already in effect and will continue to expand. During this past decade the transfer student has received unusual attention. One reason for this is that despite the striking increases in first-time matriculants in recent years, transfers to four-year institutions have increased at twice the rate of new freshmen.

As the existing two-year institutions enlarge their graduating classes and the community colleges become more numerous, senior institutions in North Carolina will be subjected to greatly increased pressures from qualified students seeking admission to a baccalaureate program. The expanding number of two-year graduates guarantees a body of students who must transfer and of educators who have an interest in seeing that they have an opportunity to do so.

In many states master planners have moved toward the transfer model as an efficient method of providing broad access to higher education. We are clearly in a period of transition in which significant segments of higher education are adapting positively to increasing numbers of transfers. There has been, of course, recognition of the many problems created by variations in purpose, standards, and operation among specialized institutions intended to serve a diverse public.

In order to answer some of the pressing questions pertaining to transfer students, a national study was initiated by Dr. Warren W.

Willingham and Dr. Nurhan Findikyan in 1967.[1] A group of 146 cooperating colleges were selected for the study. The group selected was very closely representative of all four-year accredited institutions on both a regional and national basis.

Before the study could be initiated it was necessary to devise a means for evaluating barriers to transfer admissions. This was accomplished by developing the following three "access criteria":

1. Reject rate: proportion of transfer applicants rejected.
2. No-show rate: proportion of accepted transfer students who did not enroll.
3. Transfer proportion: proportion of new students who were transfers.

In somewhat different ways, these three access criteria each gives a concrete indication of how an institution actually behaves with respect to transfer applicants.

The data received from 146 administrators and their institutions produced the following results:

1. One transfer applicant in three is rejected -- about the same rate which holds for freshmen at this same group of representative institutions.
2. The percentage of matriculating students who are transfers is smaller on private campuses (15 percent) than on public campuses (25 percent).
3. The Northeast section of the country has an unusually high

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[1] Warren W. Willingham and Nurhan Findikyan, "Transfer Students: Who's Moving from Where to Where and What Determines Who's Admitted", College Board Review, No. 72, Summer 1969, p. 5

transfer rejection rate and the lowest proportion of transfers among its entering students.

4. Students transferring from two-year colleges have almost the same average grade point average as students coming from four-year institutions.
5. Community college transfer students are less likely to be rejected than the transfers from four-year institutions. This is heartening insofar as it may indicate that senior institutions, as a group have not thrown up barriers to community college students.
6. Less than 10 percent of the community college students with C or better averages were rejected by senior institutions.
7. There appears to be well over 100,000 students annually who attempt to transfer with less than a C average. Three out of four are rejected -- evidently on the assumption that a C in one college is necessarily a C in another.
8. At a conservative estimate, some 25,000 transfer applicants are rejected each year not because they are unqualified but because of space limitations. The percentage of qualified transfer applicants rejected due to the lack of spaces were: Northeast, 15 percent; Midwest, 7 percent; South, 4 percent; and West, 0 percent.
9. In 1961 for every transfer student entering a four-year institution, there were about five freshmen. In 1966 the rate was roughly 1 to 4. It is estimated that transfers will increase by 75 percent during the next five year period, bringing the ratio to about 1 to 3 by 1971.

10. The policy of accepting D grades with some restrictions varies widely in public institutions across the country from 11 percent in the Northeast to 86 percent in the West.
11. Special orientation programs for transfer students were in operation at 29 percent of the institutions in this study.
12. Financial aid was awarded to 14 percent of the transfers as compared with 33 percent of the freshmen.

The Board of Control for the state of Florida conducted a study to provide information concerning the academic records which junior college transfer students made in baccalaureate degree granting institutions. The results of the study are as follows:[2]

Transfer Students With Sixty or More Semester Hours Junior College Credit

No. of Students	J. C. GPA	B. D. G. I. GPA	Difference
594	2.6	2.4	-0.2

All Junior College Transfers

No. of Students	J. C. GPA	B. D. G. I. GPA	Difference
1,061	2.6	2.3	-0.3

The Florida study indicated that the greatest difference between the mean of junior college grade point averages and the mean of grade point averages in four-year institutions occurs during the first period of enrollment at a senior institution. Their findings were consistent with those of other studies relating to the academic performance of junior college transfers to senior institutions. The drop of the grade point average during the first period of enrollment is generally referred to as the "shock drop".

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[2] "The Academic Performance of Florida Junior College Transfer Students in Florida Degree-Granting Institutions," Office of the Board of Control, 1961, p. 12.

Here in North Carolina the Cooperative Research Committee recognized the need for a study of the transfer student problem. In 1962 the Cooperative Research Committee asked the North Carolina Conference to authorize and support a study of the transfer student problem, giving particular attention to the implications which the findings might have for the institutions which are members of the Conference. The request was approved and the appointment of a Subcommittee on Transfer Students was authorized.

The first phase of the study involved a broad analysis of the transfer problem which was summarized in a preliminary report to the North Carolina College Conference in 1962. Phase two consisted of an analysis of the policies and practices with respect to the handling of college transfer students in our state. The phase two report was presented to the North Carolina College Conference at its 1964 meeting.[3]

The major conclusions resulting from this study included the following:

1. No senior institution reported graduation as a prerequisite for applicants from two-year institutions.
2. Wide variation exists with respect to the maximum amount of transfer credit awarded transfer students.
3. The applicant's academic average was the most consistently used admission criterion. The criterion for a large majority of the reporting institutions was a "C" or better.
4. A large majority of the reporting institutions have specific

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[3] "Study of College Transfer Students," Subcommittee on Transfer Students, Cooperative Research Committee and the North Carolina College Conference, 1964, p. 4.

restrictions regarding the acceptance of courses with a "D" grade.

5. Grades and quality point credit often do not transfer "at face value".
6. Forty-seven of the fifty-five reporting institutions reported that they would award elective credit for transferred liberal arts work which does not exactly parallel courses in the receiving institution. The typical policy in this regard is to evaluate each transcript on its own merits.
7. Fifty-two of the reporting institutions indicated that transfer students would be eligible for academic honors. In general the major honor societies, of the level of Phi Beta Kappa for example, would be open to transfer students with two years of residence in a senior institution.
8. In regard to the evaluation of transcripts, forty-two institutions reported a willingness to send reports to the institutions of origin, six institutions stated that they would not be willing to send such reports, and seven institutions did not answer this question.

In conclusion it might be said that variation was the most consistent finding in this study. It was also concluded that the extent and complexity of the transfer problem is more serious than was anticipated by the members of the Subcommittee on Transfer Students. A prospective college transfer student, especially one enrolled in a two-year institution, is confronted with a difficult task as he seeks to organize a two-year program which will enable him to gain admittance to a senior institution. He is often faced with the unhappy chore of being forced to choose the college to which he hopes to transfer and then concentrate on meeting their requirements. If he is rejected by the "college of his choice", he may be compelled to enter another institution with some very serious deficiencies in required courses. A final conclusion was that a move toward a state-wide procedure standard for transfer college students would be most helpful both for the student and for the college in which his basic academic work is being taken.

To date the policies of the four-year colleges, despite their many differences have for the most part succeeded reasonably in meeting the issues entailed in the transfer of students from two-year institutions. This fact does not imply that they will do so in the future with the anticipated rapid increase in the number of transfer students. However, in our state no consensus has been reached with respect to the adoption of policies on a state-wide basis. The Joint Committee on College Transfer Students has provided leadership in this area and this Committee could be the vehicle for the development of state-wide transfer policies.

In the final analysis there are no easy, patent solutions to the articulation problems encountered by students transferring from two-year to four-year institutions. Both types of institutions will need to remain sensitive to the problems of the transfer student. The two-year and four-year colleges will need to establish and sustain a dialogue directed toward the alleviation of articulation barriers. They must be willing to meet on the common ground of service to the student if articulation is to be successful.

SOCIO-ECONOMIC CHARACTERISTICS OF OCCUPATIONAL STUDENTS

by

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Comprehensive community colleges are created to provide a post-secondary educational opportunity for the people of all socio-economic backgrounds within commuting distance of their homes.

The Community colleges and technical institutes are not limited to the usual college curriculums and degrees. Thus, because of the greater number of offerings and the fact that these institutions operate under and "open door policy," it has been found that individuals who seek or need more education differ widely in ability, in adjustment, in beliefs, and in physical and mental health. While some needs are important in determining interest in future education, others are equally potent in determining the kind and amount of education desired. Some students have heavy responsibilities and few resources, whereas others are in a most favorable financial position.

In general, the population of a particular college tends to be more homogeneous than the total college population. There is a slight tendency for the socio-economic and cultural differences within an institution to appear to be of lesser magnitude than the differences between total population of different groups or institutions.

I would like to share with you a portion of a study that has just been completed by the speaker. The study includes data obtained from more than 11,000 data sheets completed by students enrolled in forty-two North Carolina community colleges and technical institutes. More than eight thousand of these students are enrolled in one of the seven occupational areas (agriculture, distribution, engineering, health, home economics, office, and trades and industry).

Although variations are evident, similarities exist among the North Carolina community college and technical institute students and between the North Carolina students and students attending similar institutions in other states.

Students attending the institutions vary in age from 17 to over 50 years; however, a majority of the students are 22 years of age or younger. The technical students tend to be younger than the vocational students.

The data show that 92 percent of the students enrolled in the institutions for credit have completed the twelfth grade or the GED, whereas 35 percent of their fathers and 46 percent of their mothers completed twelve years or the GED. Six percent of the students have already completed at least fourteen years of formal education but are working toward an associate degree or a vocational diploma.

More than one half of the students noted that their parents' income exceeded $5000 for the last twelve months, and about one sixth of the students indicated that either their income or their parents' income exceeded $10,000.

Another characteristic of major concern is the proportion of day to evening students. (It should be noted that this survey involved only students enrolled in curriculum programs and that all the institutions offer non-curriculum programs, most of which are in the evening.) The day enrollment varies from thirty-nine percent at one institution to one-hundred percent at another institution within the system. The data indicate that thirty-one of the institutions enroll more than three-fourths of their credit students in a day program, whereas twenty of the thirty-two institutions have over ninety percent of their student body classified as day students. Three institutions in the system; however, have an almost equal day and evening enrollment in curriculum programs.

The percentage of male students in the institutions ranges from 28 percent to 100 percent. A majority of the institutions (27) list a ratio of male to female - somewhere between 1:1 and 3:1. Nine institutions have a male to female ratio higher than a 3:1. The percentage of female students in a particular institution is largely dependent upon the number of students enrolled in the office, health, and home economics curriculums.

Marital status of the students appears to be more closely related to day or evening attendance than to a particular institution. If an institution has a high percentage of evening attendance, it usually has a high percentage of married students. Twelve of the forty-two institutions have seventy-five percent or more single students, whereas five institutions have fewer than 50 percent of the students who are single.

According to the survey, the percentage of students who are Negro ranges from zero to 55. Nineteen institutions have a Negro enrollment of 10 percent or less while three institutions have an enrollment of 50 percent or more. Eleven of the institutions having a Negro enrollment of 10 percent or less are located in the western part of the state where the Negro population is relatively small.

Sixteen of the forty-two institutions have over forty percent out-of-county students, whereas eleven of the institutions have 75 percent or more of their students living within the county where the institution is located. Another characteristic that seems to be affected by the number of out-of-county students is the number of boarding students. A majority of the institutions (31) have 10 percent or fewer of their students listed as boarding students; however, five of the institutions surveyed listed over one-fifth of their students as boarding students. It should be noted that all of the institutions are commuting institutions without dormitory facilities.

The data show that many of the people who attend community college institutions are employed. The percentage of unemployed students varies from a high of 87 percent at one institution in the state to a low of 21 percent at another institution. Almost one-half of the institutions (19) have 40 to 60 percent of their students employed.

The community colleges and technical institutes, through the "Open Door" policy, have successfully extended universal education beyond the high school. But the data in this study indicate that certain factors should be strengthened if these institutions are to provide a sound educative program for "all" the community.

. . . . . There should be a determined effort to reach "all" socio-economic groups of the community, not only in the non-credit, but the credit programs.

. . . . . There should be more credit programs that are attractive to females. Prospective students should be made aware of the opportunities that exist for females in many of the "all male" occupations.

. . . . . A ratio of five day students to one evening student throughout the state and the fact that some institutions do not have any evening students enrolled in credit programs indicate that adequate credit programs are not available for those who desire to enroll in the evening. A one-half time program offered after 5:00 p.m. has proven satisfactory at some locations and should be considered as a possible solution to the low evening enrollment.

. . . . . Consideration should be given to the recruiting, scheduling, and adapting programs for the "over 25" student.

. . . . . When planning social activities it should be remembered that more than one-half of the students commute to class, are employed, and that one-fourth of the students' families have an annual income of less than $4000.

. . . . . The housing situation should be reviewed in institutions where almost one-third of the students are boarding students.

. . . . . There should be a more effective communication between the high school counselor and the community colleges and technical institutes. Summer workshops for the high school counselors are recommended as one method of informing the counselor.

. . . . . Broader vocational offerings in the secondary schools, in addition to vocational guidance, should do much to motivate a larger percentage of vocational students to continue their training at the post-secondary institutions.

. . . . . The fact that one-fourth of the technical students plan to work toward a four-year degree seems to justify concern. One or more of the following situations should help to satisfy at least part of the problem:

- provide a more adequate guidance program for the students.
- provide exploratory programs for students who are undecided.
- investigate the feasibility of a Bachelor of Technology degree for those technical students who desire to continue their education.